



Seattle Preschool Program

voluntary, high-quality, affordable

Welcome!

Curriculum

December 6, 2014 ▪ 10:00am – 12:30pm

Agenda

1. Introductions
2. Setting the Context – Sonja Griffin
3. Curriculum – Dr. Debra Sullivan
4. Short Break
5. Activity and Discussion
6. Next Steps

Meeting Objectives

- Identify barriers that providers might experience in adopting chosen curriculum
- Identify resources/supports for selected curriculum

Introductions

1. Name
2. Organization
3. Greatest hope for today

eg. “My name is _____. I am from _____ organization.
My greatest hope for today is _____.”



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Setting the Context

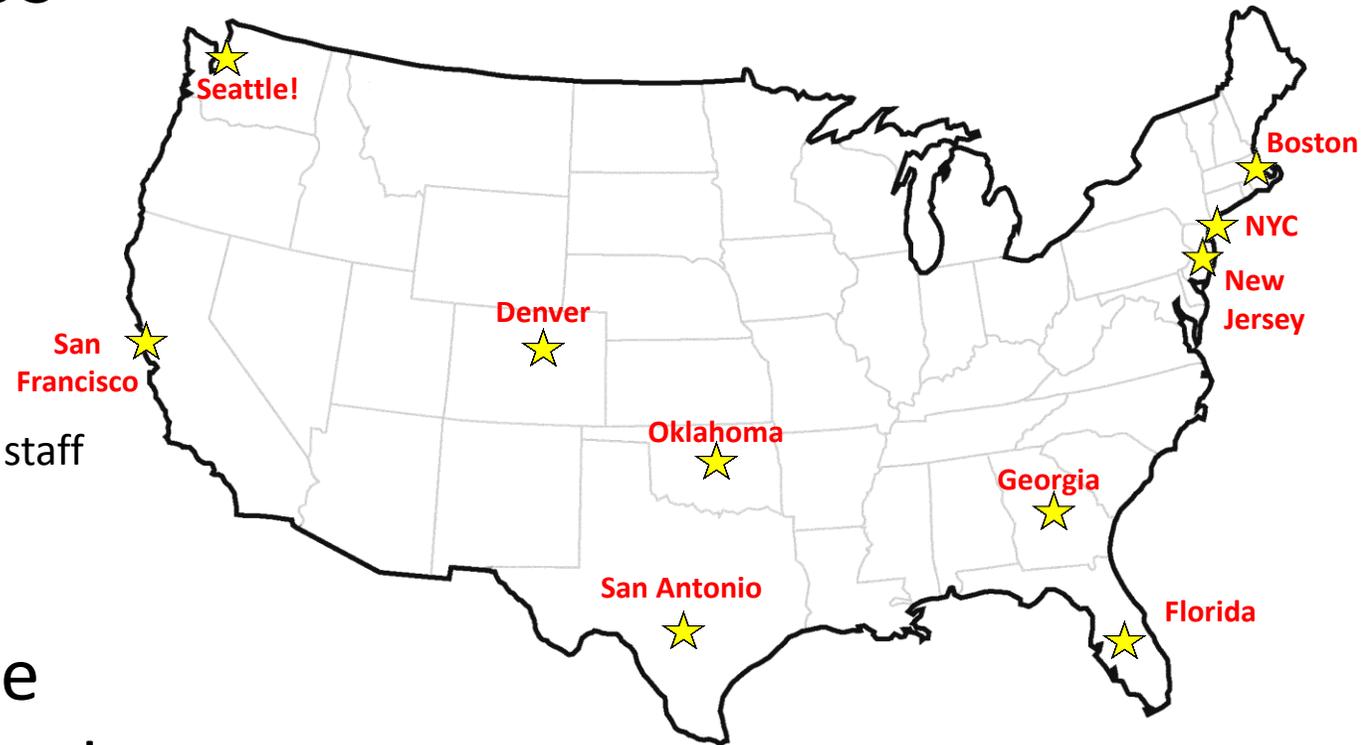
Overview

1. Local and national preschool expansion
2. Seattle City Council legislative guidance
3. Our topic today (and why it matters)

Local and National Preschool Expansion

How do we know things are changing?

- Preschool expansion across US
- President Obama announces "Preschool for All" Plan
 - High-quality preschool to all four year olds
 - Well-trained teacher, paid comparably to K-12 staff
 - Rigorous curriculum
- Emerging research on positive effects of high quality preschool



Early Learning Movement Building

	Financial Investments	Policy Changes
National	Race to the Top Funding (Early Achievers)	Obama Preschool Plan
State	ECEAP Expansion	ECEAP Expansion
Local	Property Tax Levy	Seattle Preschool Program

Local Movement Toward Quality

Summer 2011: Early Achievers—quality improvement funding, parent knowledge of ratings

Spring 2013: UW creates low-cost, online BA degree in early childhood

Fall 2013: City of Seattle creates Early Learning Academy

Winter 2014: Washington State Early Start Bill introduced

Summer 2014: Seattle Preschool Program Action Plan

Fall 2014: City of Seattle creates Department of Education and Early Learning

Fall 2014: Seattle Voters approve Seattle Preschool Program

Areas of Focus

Areas of Focus

1. Family Engagement
2. Dual Language Programs
3. Teacher Pathways to Certification
4. Curriculum
5. Teacher Training & Coaching
6. Provider Contracting & Student Enrollment

Curriculum

Meeting Objectives

- Identify barriers that providers might experience in adopting chosen curriculum
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Legislative Guidance

Curriculum

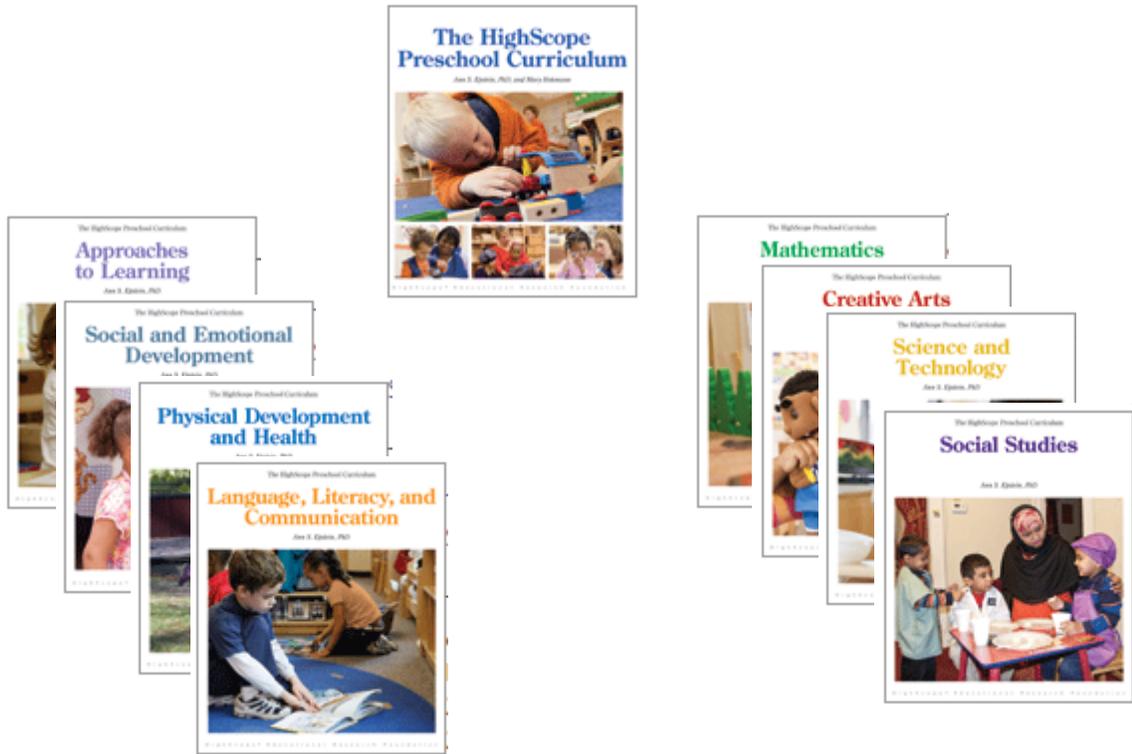
- Curricula that is proven effective, play-based, and focused on social-emotional and academic development.
- Providers will be required to adopt the approved curricula as detailed in the Implementation Plan.
- After 2018, a curriculum waiver process will be considered for high quality providers (Seattle Preschool Program Action Plan, 2014).

Why Curriculum Matters

- Curriculum models should be:
 - **Research based**
 - **Provide adequate support to teachers**
 - **Include professional development**
 - **Adaptable to different populations**
 - **Implemented with fidelity**
- When a curricula that hold the following criteria they are linked to successful outcomes for children:
 - **Intentional teaching**
 - **Small group and individual instruction**
 - **Comprehensive domains**

Recommended Curricula

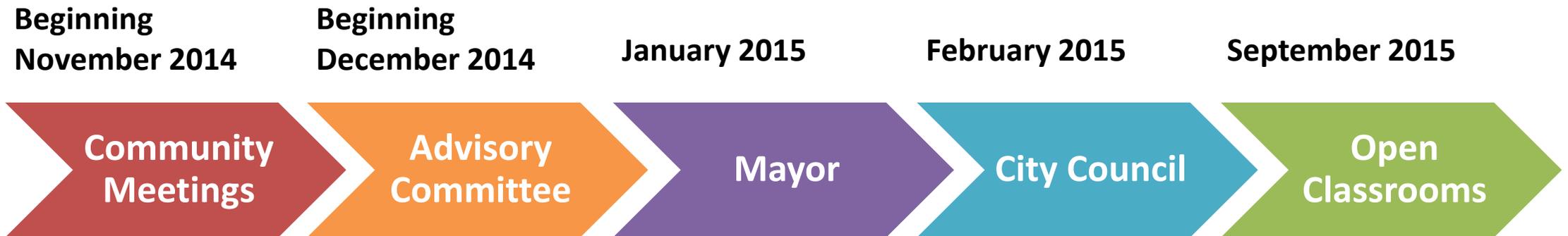
HighScope



Creative Curriculum (most recent version)



Implementation Planning Process



SEATTLE PRESCHOOL PROGRAM

CURRICULUM

Dr. Debra R. Sullivan

Applied Behavioral Science

Seattle Central Community College

WHY SHOULD I USE A CURRICULUM?

Destination

Goals/Outcomes For Children

Developmentally Appropriate

Scope And Sequence

“Canned” Or Not

Praxis: Theory – Action – Reflection



CREATIVE CURRICULUM

Research

Implementation

National

Local

Pros/Cons

Widely Used

Developmentally Appropriate

More Prescribed

Teacher-Centered

Limited Diversity (Language/Culture)



HIGHSCOPE

Research

Implementation

National

Local

Pros/Cons

Long-Term Effectiveness

Developmentally Appropriate

More Emergent

Child-Centered

Culturally/Linguistically Appropriate

Not Widely Used in Seattle



QUESTIONS?

CREATIVE CURRICULUM

<https://shop.teachingstrategies.com/page/73756-creative-curriculum-system-preschool.cfm>

HIGH SCOPE

<http://www.highscope.org/content.asp?contentid=63>

SEATTLE PRESCHOOL PROGRAM

preschool@seattle.gov

Seattle Preschool Program Curriculum Research Notes

The Creative Curriculum for Preschool is based on five fundamental principles. They guide practice and help us understand the reasons for intentionally setting up and operating preschool programs in particular ways. These are the principles:

- Positive interactions and relationships with adults provide a critical foundation for successful learning.
 - Children who have secure attachment relationships with primary caregivers and teachers have an easier time interacting with peers, forming positive relationships, and being a part of a group.
- Social–emotional competence is a significant factor in school success.
 - Social Competence—the ability to build positive relationships with others—affects school adjustment and academic success
- Constructive, purposeful play supports essential learning.
 - Memory Development
 - Symbolic Thinking
 - Positive Approaches To Learning
 - Positive Social Skills
 - Language And Literacy Skills
 - Math Skills
- The physical environment affects the type and quality of learning interactions.
 - High-quality physical environments are especially important for children who experience social and economic risks and may serve as a protective factor for these children
- Teacher–family partnerships promote development and learning.
 - To ensure continuity and give meaning to what is learned at school, teachers must become very familiar with children’s everyday lives by engaging families in supportive and culturally responsive conversations.

The *High/Scope Preschool Curriculum* encourages student initiative by providing children with materials, equipment, and time to pursue activities they choose and providing teachers with a framework for guiding children's independent activities toward sequenced learning goals. The central principles are:

- **Active Learning**
 - Active learning is all about giving children opportunities to do their own learning by providing a rich environment, supportive adults, and observing children's interests and allowing them to develop
- **Adult-Child Interaction**
 - Positive adult-child interactions are key to active learning – sharing control with children, focusing on children's strengths, forming authentic relationships with children, and adopting a problem-solving approach to social conflict.
- **Learning Environment**
 - The learning environment is set up in interest areas. All shelving is at child height, everything is stored in clear containers with a word and photo label so children can take ownership of their own play space, know where to find, use and return something and also learn the connection between symbols and objects (early literacy).
- **Daily Routine**
 - The daily routine is broken into different segments so all children can find parts of the day where they can shine. It includes opportunities for working alone, in pairs, in small groups, in large groups, indoors, outdoors, table-top activities, floor activities, structured and unstructured.
- **Assessment**
 - The focus of assessment is firmly on what children CAN do. Teachers observe children daily and take short anecdotal notes about what each child is saying and doing as they play. These observations are used at the daily adult planning meeting to plan the next day's activities and are shared with the parents at the end of the year.

Break

What are WE doing today?

Four Levels of Community Engagement:

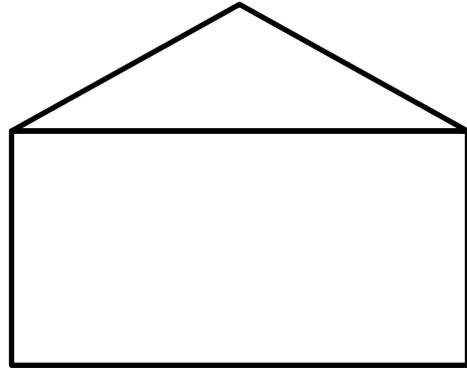
Information Sharing

Feedback

Influence

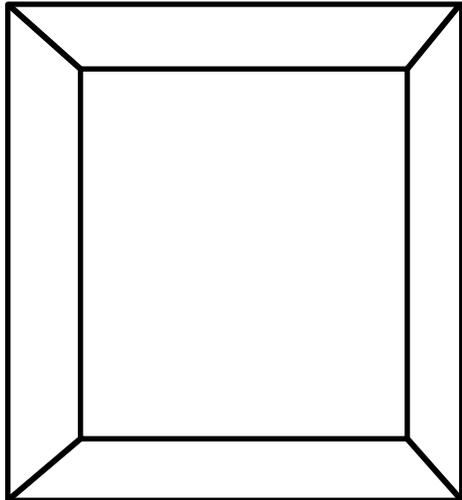
Decision Making

Framing



House frame

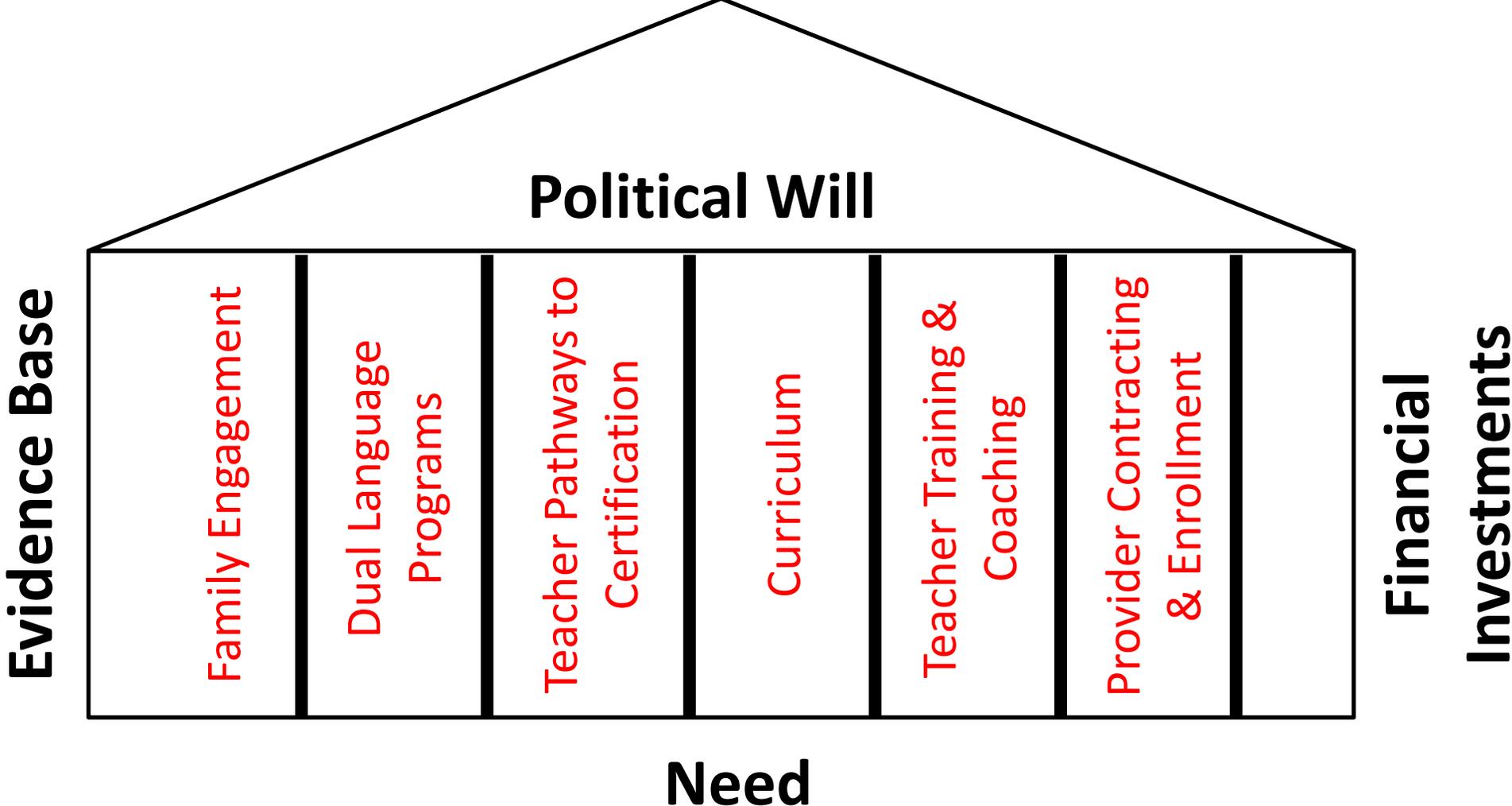
Holds everything up



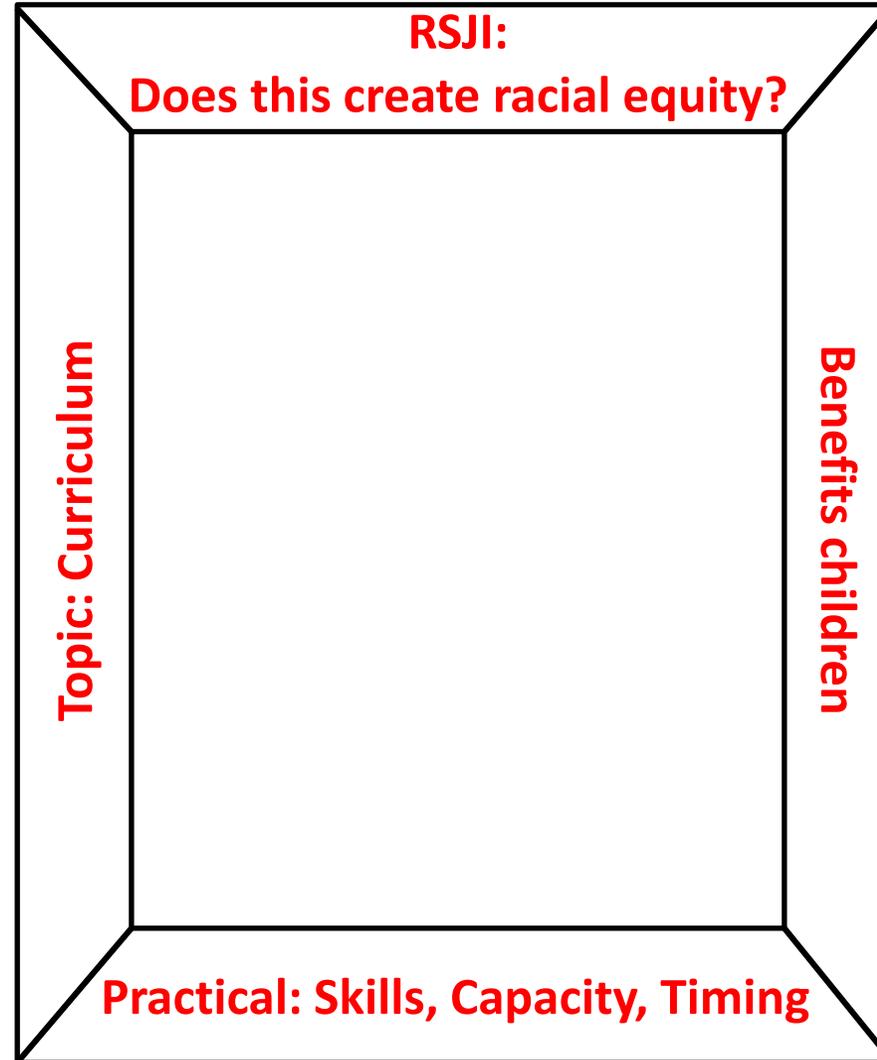
Picture frame

Hold everything in

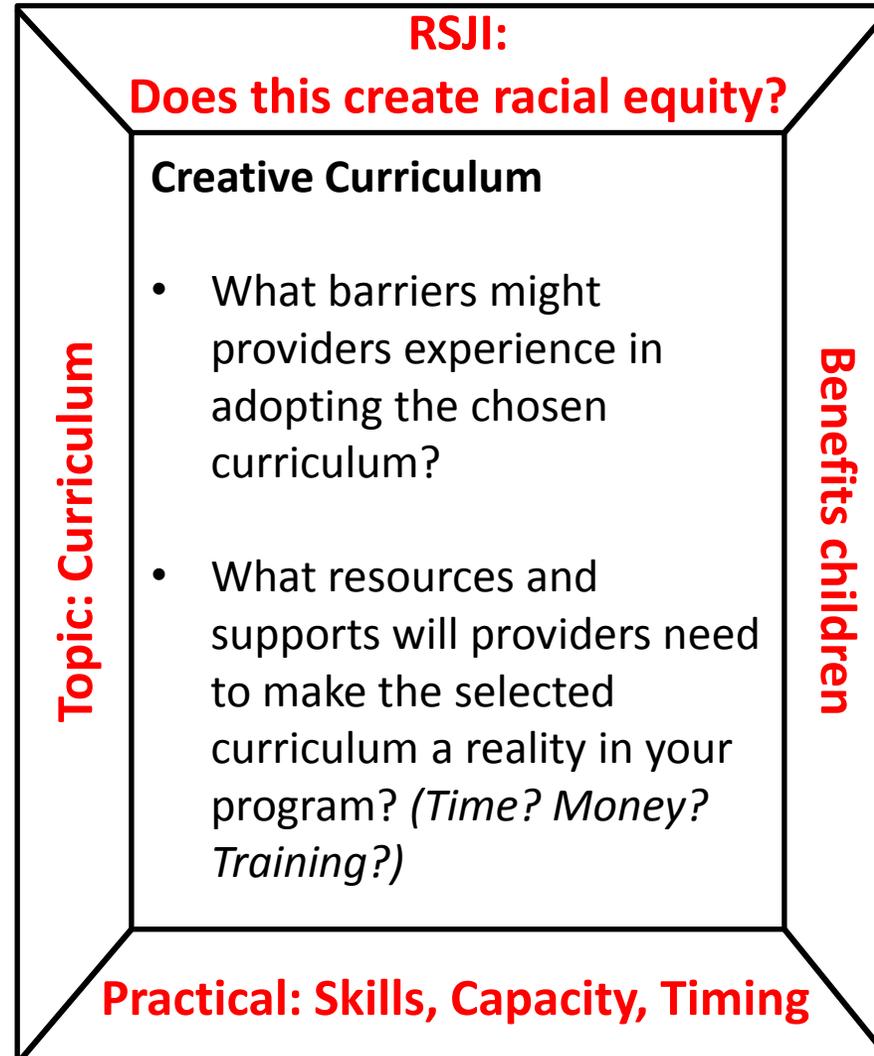
House Frame



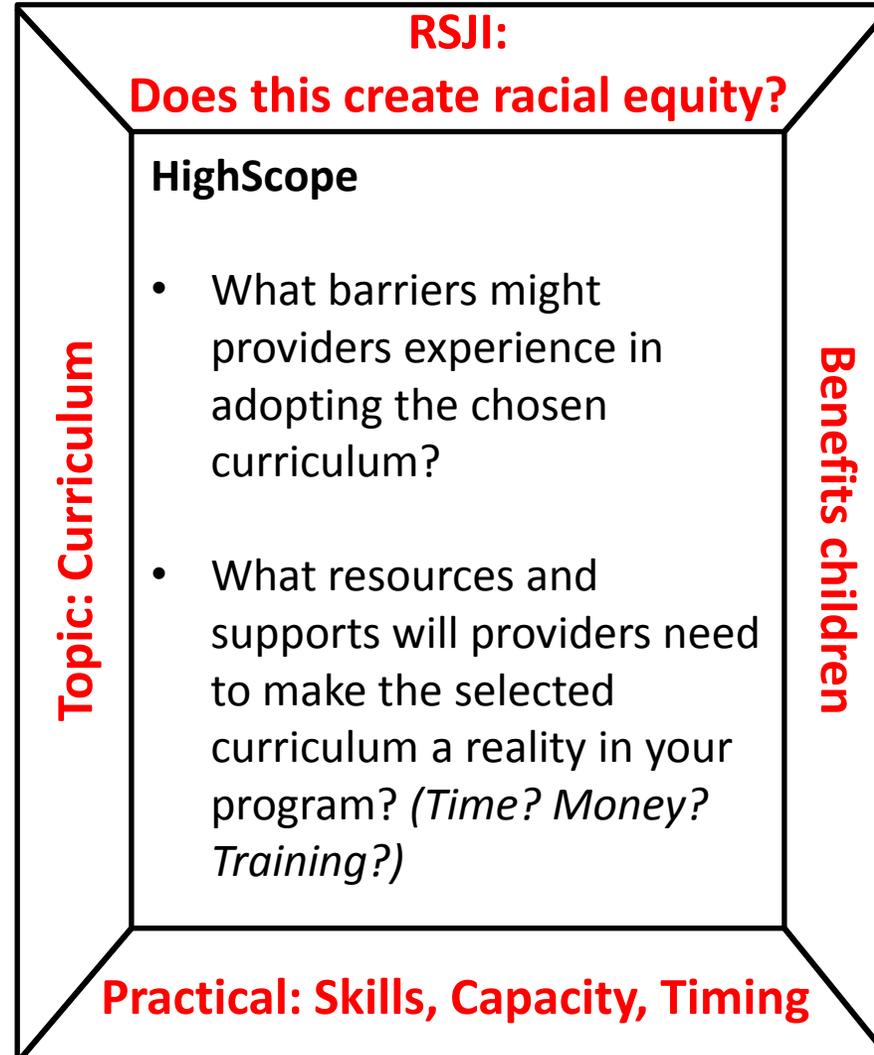
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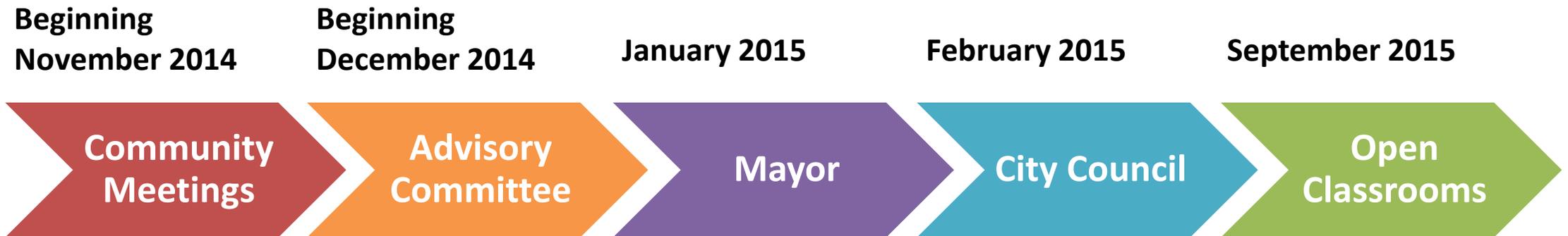
Discussion Q1



Discussion Q2



Implementation Planning Process



Today's Food



Off The Rez

Food truck serving Native American cuisine including frybread and “Indian tacos.”

Tel: (206) 414-TACO

Website: offthereztruck.com

Remaining Meetings

 <u>Family Engagement</u> Sat, Nov. 22, 2014 - 10am to 12:30pm Langston Hughes (104 17th Ave S, Seattle)	 <u>Curriculum</u> Sat, Dec. 6, 2014 - 10am to 12:30pm Youngstown (4408 Delridge Way SW, Seattle)
 <u>Dual Language Programs</u> Sat, Nov. 22, 2014 - 2pm to 4:30pm Langston Hughes (104 17th Ave S, Seattle)	<u>Teacher Training & Coaching</u> Sat, Dec. 6, 2014 - 2pm to 4:30pm Youngstown (4408 Delridge Way SW, Seattle)
 <u>Teacher Pathways to Certification</u> Tue, Dec. 2, 2014 - 6pm to 8:30pm New Holly (7054 32nd Ave S, Seattle)	<u>Provider Contracting & Enrollment</u> Wed, Dec. 10, 2014 - 3pm to 5:30pm Phinney Center (6532 Phinney Ave N, Seattle)